

# Sandhurst Primary School



## Relationships and Sex Education Policy October 2023

**At Sandhurst Primary School we believe in excellent progress and experiences for all in a safe and caring environment.**

<b>Last review date:</b>	October 2023
<b>Next review date:</b>	October 2024
<b>Approved by: Date:</b>	Full Governing Body Oct 2023

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## 1. Overview and Rationale

This policy sets out our school's approach to statutory and non-statutory Relationships and Sex Education (RSE) taught within the subject of Personal, Social, Health and Economic (PHSE) education and the Citizenship curriculum, linking to the Science National Curriculum, our safeguarding, equality, anti-bullying and behaviour policies, and our school values.

At Sandhurst, we want our children to grow into healthy, safe and informed young people, able to make positive life choices and a positive contribution to society. We aim to provide a caring, supportive and inclusive Relationships, health and Sex Education (RSE) curriculum set within a moral and social context, and tailored to our pupils' physical and emotional levels of maturity. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness.

In the teaching of RSE the role of the school is supportive and complementary to the role of the parents and carers. This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RSE, so that pupils receive their educational entitlement.

## 2. Aims

The aims of Relationships and Sex Education (RSE) at Sandhurst Primary School, which complement those of the Science National Curriculum in KS1 and KS2, are:

- To ensure that our RSE curriculum is accessible and tailored to all pupils in our community, meeting the specific needs of children at different developmental stages and children with special educational needs and disabilities (SEND).
- To be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
- To be sensitive to and respectful of the backgrounds and beliefs of pupils and parents while always aiming to provide pupils with the knowledge they need of the law.
- To provide opportunities for pupils to develop feelings of respect, confidence, empathy and self-esteem, to value and care for themselves and others.
- To promote healthy, safe and respectful relationships, focusing on family and friendships, in all contexts, including online.
- To provide a safe learning environment in which sensitive discussions can take place to develop confidence in talking, listening and thinking about feelings and relationships.
- To prepare pupils for the emotional and physical changes that happen at puberty, and give them an understanding of sexual development and the importance of personal health and hygiene.
- To ensure children are able to use the correct vocabulary to name parts of the body and describe how their bodies work.
- To introduce consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space.
- To help children to recognise unsafe situations and how and where to ask for help and support to be able to protect themselves, including ensuring that children are clearly informed of their rights such

as how they can access confidential advice and health services within the boundaries of safeguarding.

- To promote a critical awareness of the different attitudes and views within society such as peer norms and those portrayed in the media.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be relevant to the needs of our children, and actively involve them as participants, advocates and evaluators in developing good quality provision.

### 3. Statutory Requirements

As a maintained primary School, we must provide relationships and health education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Sandhurst Primary School, we teach Relationships, Health and Sex Education as set out in this policy.

### 4. Statutory Requirements

This policy has been developed in consultation with the PHSE Association, staff, pupils and parents. The consultation and policy development involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant and national and local guidance.
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
- Pupil consultation – we considered what exactly pupils want from their RSE during the lessons.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## 5. Definition

Relationships, Health and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The curriculum involves a combination of sharing information, and exploring issues and values. We hope to prevent and remove prejudice, fostering gender equality and LGBT+ equality.

Pupils will be taught about the nature and importance of secure relationships for family life and bringing up children, understanding that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances.

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We view the partnership of home and school as vital in providing a context.

RSE is not about the promotion of sexual activity.

High quality Relationships, Health & Sex Education (RSE) is every child's right, no matter what their level of need or ability. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Relationships Education should be a priority for pupils, especially those with social, emotional and mental health needs or learning disabilities.

The Equalities Act advises schools to be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and disabilities (SEND). Schools are reminded that the Equalities Act allows them to take positive action where pupils with SEND may experience disadvantage because of their 'protected characteristic'.

## 6. Curriculum

Relationships, Health and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in Religious Education (RE).

### PSHE Curriculum

The **PSHE** Programme of Study sets out learning opportunities for each key stage, in three core themes (see Appendix 1):

- Health and Wellbeing
- Relationships
- Living in the Wider World

They build in developmental progression by revisiting themes year on year, building on and extending prior learning set out as per Appendix 1. RSE is incorporated as per Appendix 2, but we may need to adapt it as and when necessary.

**Relationships** education (see Appendix 2 and 3) focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Sex** education (see Appendix 2 and 3) will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

### **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- About the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

## **7. Delivery of RSE**

From the start of Key Stage 1, children are taught the correct anatomical name for all parts of the body, including external genitalia. Using this vocabulary is important for all children as it helps build a positive body image and opens the door for an honest, open dialogue on any questions they have about their bodies.

From Year 4 onwards, we place a particular emphasis on RSE, as many children experience puberty from this age. We teach the children about puberty at this age and about the parts of the body and how they work. We

also explain what will happen to their bodies during puberty and how to keep themselves safe, and what to do when they don't feel safe (including an age appropriate understanding of FGM). All questions from children are answered with sensitivity and care. By the end of KS2, we ensure that both boys and girls understand puberty (including menstruation and how it affects women) and know how a baby is conceived, develops and is born.

The SRE curriculum will be adapted to meet the developmental needs of individual children with SEND.

We have developed the curriculum in consultation with parents, staff and governors, considering the age, needs and feelings of pupils, and by following government guidance\*. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 8. Roles and Responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### 8.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

All class teachers have the responsibility for teaching RSE in your school. We will also invite in health care professionals to support our teaching where appropriate. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

### 8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 9. Parents' right to withdraw

Parents do not have the right to withdraw their children from **Relationships** education; however, they do have the right to withdraw their children from elements of **Sex** education that fall outside of the statutory **Science** curriculum objectives. Parents/carers are encouraged to discuss their concerns with a member of the Senior Leadership Team before deciding to withdraw their child from **Sex** education lessons. See Appendix 2.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring Arrangements

The delivery of RSE is monitored by the SLT through:

- Planning scrutinies
- Lesson observations/learning walks
- Pupil interviews
- Surveys

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Dove (Head Teacher) annually. At every review, the policy will be approved by the governing board.

## 12. Other Policies and Reference Links

In conjunction with this policy, please also see:

- Safeguarding Policy
- Behaviour Policy
- Bullying and Harassment Policy
- Online Safety Policy

Relationships education, relationships and sex education, and health education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/780768/Government\\_Response\\_to\\_RSE\\_Consultation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RSE_Consultation.pdf)



Appendix 1: PSHE Curriculum Overview

PSHE Association based curriculum for Sandhurst Primary School 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	Who helps to keep us safe?	How can we look after each other and the world?	What helps us stay healthy?	What is the same and different about us?	What can we do with money?
Year 2	What makes a good friend?	What is bullying?	How do we recognise our feelings?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?
Year 3	What makes a community?	How can we be a good friend?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	What keeps us safe?	What are families like?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How do friendships change as we grow?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	What jobs would we like?

## Appendix 2: Sex Education Curriculum Overview

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	<p><b>What is the same and different about us? PSHE, Relationships</b></p> <p>To use the correct names for body parts (including penis, testicles, vagina and vulva).</p> <p>To describe the differences between male and female bodies.</p> <p><b>NSPCC Pants Rule</b></p> <p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p>To know that parts of the bodies covered with underwear are private.</p>
Year 2	Summer 1 and as appropriate throughout the year	<p><b>Healthy Me Topic – Science, Animals, including Humans</b></p> <p>To notice that animals including humans have offspring, which grow into adults. (Statutory)</p> <p>To introduce the process of reproduction and growth in animals. (The emphasis is on recognising growth) (Non-statutory)</p> <p><b>NSPCC Pants Rule</b></p> <p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p>To know that parts of the bodies covered with underwear are private.</p>
Year 3	Spring	<p><b>PSHE, Relationships</b></p> <p>To revise the main differences between male and female body parts, including the correct terminology. (Taught as part of the Science topic, Animals, including humans)</p>
Year 4	Spring 2	<p><b>How will we grow and change? PSHE, Health and Wellbeing</b></p> <p>To identify basic facts about puberty, including menstruation and wet dreams.</p> <p>To understand the impact of puberty on the body and our emotions.</p> <p>To identify how our bodies change as we grow up.</p>

To name internal and external body parts using the correct terminology.

## Appendix 2: Sex Education Curriculum Overview

Year 5	Summer 1 & 2	<p><b>Science, Living things and their habitats</b></p> <p>To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. (Statutory)</p> <p>To describe the life process of reproduction in some plants and animals. (Statutory)</p> <p>To find out about sexual reproduction in animals. (Non-statutory)</p> <p><b>Science, Animals including Humans</b></p> <p>To describe the changes as humans, develop to old age. (Statutory)</p> <p>To know the stages in the growth and development in humans, including the changes experienced in puberty. (Non-statutory)</p> <p><b>How do friendships change as we grow? PSHE, Relationships</b></p> <p>To understand how puberty relates to growing from childhood to adulthood.</p> <p>To explore the physical and emotional changes during puberty.</p> <p>To understand the role that hormones play in puberty.</p> <p>To understand that menstruation and wet dreams are a normal part of growing up and how to manage these.</p> <p>To know about the reproductive organs and processes – how babies are conceived and born and how they need to be cared for.</p> <p>To know that there are ways to prevent a baby being made.</p>
Year 6	Summer 1 & 2	<p><b>What will change as we become more independent? PSHE, Relationships</b></p> <p>To revisit Year 4 and 5 learning about how puberty relates to growing from childhood to adulthood.</p> <p>To revisit Year 4 and 5 learning about emotional changes during puberty and how to manage these.</p> <p>To revisit Year 5 learning about the reproductive organs and processes.</p> <p>To know that there are ways to prevent a baby being made.</p>

**Appendix 3: Relationships Education Overview, By the end of primary school pupils should know**

**By the end of primary School:**

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

**\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious**

<p><b>Respectful relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

	<ul style="list-style-type: none"><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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**Appendix 4: Parent form: withdrawal from sex education within RSE**

**TO BE COMPLETED BY PARENTS**

Name of child		Class	
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	
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